**Assessment Commentary Directions:** Respond to the prompts below by typing your responses within the brackets following each prompt. Do not delete or alter the prompts.

Please submit the following documents separately:

1. *Blank copy of your assessment*
2. *Answer key(s) for your assessment*
3. *3 student work samples with your feedback included (can be submitted as a single file or 3 separate files). Be sure to label below, on, and above level learners.*
4. *Optional – your original excel sheet can also be uploaded separately. It needs to be copied and pasted for 1c directly within this commentary.*

1. Analyzing Student Learning

a. Identify the specific standards/objectives measured by the assessment you chose for analysis.

[ CCSS.MATH.CONTENT.3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7*.

CCSS.MATH.CONTENT.3.OA.C.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

CCSS.MATH.CONTENT.3.OA.B.5

Apply properties of operations as strategies to multiply and divide.2 *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*]

b. Provide the evaluation criteria you used to analyze student learning. *Part of this should be attached separately – this should be the answer key to your assessment. The other part of the evaluation criteria you can answer below – how do students need to perform in order to “master” the assessment (i.e., what grade should they earn).*

[To show mastery, student need to 10 out of 10 problems correct. To be proficient, students should have at least 7 out of the 10 problems correct.]

c. Provide a graphic (Excel chart) and narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.

[All the did very well. 89% of the students achieved mastery. 11% of the students are proficient. The only problem that was missed was representing 4x3 using repeated addition. The students who missed it drew equal groups instead. ]

d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to

* Conceptual Understanding
* Procedural Fluency
* Mathematical Reasoning or Problem Solving Skills

*Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).*

[The students did very well on the assessment. The students understand the different representations of multiplication. They did very well with the facts that were given. The common error I saw was students drew equal groups for a question that asked to write a repeated addition equation. ]

**2. Feedback to Guide Further Learning**

Refer to specific evidence of submitted feedback to support your explanations.

a. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning targets measured.

[ The feedback given addressed what the student did well, and how they can fix what they missed. I commented on how what strategies they used, and how well they use different strategies. I commented on it nice see vocabulary terms being used. I commented on what repeated addition is and show an example. ]

b. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

[ I would encourage the students to continue studying the topic, give them more time on practicing, and then assess them again. ]

**3. Using Assessment to Inform Instruction**

a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction

* for the whole class
* for the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[ The next step is to move on with the curriculum. The next concept for the students to learn is division. Students will learn how multiplication and division relate to one another, and learn that division is reverse multiplication. We will work with fact families to show the relationship. ]

1. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[ The student have mastered or are proficient in the topic of multiplication. The students are ready to move on to working with division. Division and multiplication are closely related to each other. They are inverse operations to each other. Student need to learn the relationship between the two before moving on to more complex problems. ]